

# MARANGI MAHAVIDYALAYA



MARANGI  
MAHAVIDYALAYA

AN ISO 9001:2015 CERTIFIED INSTITUTE

P:O - Lettekujan, Golaghat - 785613

**FIRST CYCLE NAAC ACCREDITATION 2023**

**CRITERION : 1.3.1**

**INSTITUTION INTEGRATES CROSSCUTTING ISSUES  
RELEVANT TO PROFESSIONAL ETHICS, GENDER, HUMAN  
VALUES,  
ENVIRONMENT AND SUSTAINABILITY INTO THE  
CURRICULUM**

*Submitted to*



**National Assessment and  
Accreditation Council**

1.3.1.

**Sample of Crosscutting Issues Relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability etc in Syllabus (CBCS) under Dibrugarh University-**

**Human Values and Gender -**

Chewari Samy  
1st Sem

নিৰ্বাচন-আধাৰিত ক্রেডিট পদ্ধতি  
মাতৃক পৰ্যায়ৰ অসমীয়া উচ্চমানৰ পাঠ্যক্রম  
(মূল বিষয় : অসমীয়া ভাষা-সাহিত্য-সংস্কৃতিৰ বাৰ্ষিকমূলক পাঠ্যক্রম)  
অসমীয়া সাহিত্যৰ বুৰঞ্জী (History of Assamese Literature)  
(শংকৰোত্তৰ যুগ পৰ্যন্ত)

পাঠ্যক্রমৰ সংখ্যা : C-1 [৬ ক্রেডিট]  
[পাঠদান : ১৪ x ৫ = ৭০ (৫ ক্রেডিট)  
অনুশিক্ষণ : ১৪ x ১ = ১৪ (১ ক্রেডিট)]

মুঠ নম্বৰ : ১০০

চূড়ান্ত পৰীক্ষাৰ মূল্যায়ন : ৮০  
আন্তঃসূচীৰ মূল্যায়ন : ২০

এই বাক্যতৰ যোগেদি প্ৰথমতে অসমীয়া সাহিত্যৰ যুগবিভাজনৰ পৰিচয়েৰে ছাত্ৰ-ছাত্ৰীসকলক অসমীয়া সাহিত্যৰ সমগ্ৰ পৰিক্ৰমাৰ এক সাধাৰণ পৰিচয় প্ৰদান কৰি লৈ তাৰ পাছত লোক সাহিত্যৰ পৰা শংকৰোত্তৰ যুগলৈকে বিচিত্ৰ অসমীয়া সাহিত্যৰাজিৰ সামগ্ৰিক গতি-প্ৰকৃতিৰ মৰ্য্যকা দিবলৈ বিচৰা হৈছে।

গোট :	বিষয়	মুঠ ক্ৰেডিট সংখ্যা : ৮৪ (পাঠদান + অনুশিক্ষণ)		
		পাঠদান	অনুশিক্ষণ	মূল্যায়ক
গোট : ১	অসমীয়া সাহিত্যৰ যুগ বিভাজন	১০	০	১০
গোট : ২	ক) অসমীয়া লোকসাহিত্য	১০	০	১০
	অসমীয়া লোকসাহিত্যৰ পৰিচয় অসমীয়া লোক-গীতি	১০	০	১০
গোট : ৩	খ) প্ৰাক-অসমীয়া সাহিত্যৰ পৰিচয়	১০	০	১০
	প্ৰাক-শংকৰী যুগ (মাধৱ কন্দলি আৰু হেম সৰস্বতী)	১০	০	১০
গোট : ৪	শংকৰী যুগৰ সাহিত্যৰ বৈশিষ্ট্য	১০	০	১০
গোট : ৫	শংকৰোত্তৰ যুগ (ভক্তিদেৱ, চলিত সাহিত্য, বুৰঞ্জী সাহিত্য, বাৰহাবিক জ্ঞানৰ সাহিত্য)	১৪	০	১৪

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**Detailed Syllabus  
Core Courses-14  
B.A (Hons), History**

**PAPER I**

**Semester-I**

**Course Code: HISHC101**

**Course Title: HISTORY OF INDIA- I**

**Nature of Course: Core**

**Total Marks Assigned: 100 (End marks 80; In marks 20)**

**Course Objective:**

The objective of this course is to analyze the various source materials for the reconstruction of Ancient Indian History and the approaches of historical reconstruction. The students will be acquainted the various ancient cultures, the technological, economic, political and religious development of the period concerned.

**I. Reconstructing Ancient Indian History**

- [a] Archaeological Sources: Numismatic and Epigraphic
- [b] Multiple Literary Sources
- [c] Approaches and interpretations (Colonial, Nationalist and Marxist)

**II. Pre-historic Hunter-Gatherers**

- [a] Paleolithic cultures- sequence and distribution; stone industries and other technological developments.
- [b] Mesolithic cultures- regional and chronological distribution
- [c] Developments in technology and economy; rock art.

**III. The advent of food production**

- [a] Understanding the regional and chronological distribution of the Neolithic Culture
- [b] Chalcolithic cultures
- [c] Subsistence and patterns of exchange

**IV. The Harappan civilization**

- [a] Origins; settlement patterns and town planning; agrarian base; craft productions and trade
- [b] Social and political organization; religious beliefs and practices; art
- [c] Problem of urban decline and the late/post-Harappan traditions.

**V. Cultures in transition**

Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.

- [a] North India (circa 1500 BCE-300 BCE)
- [b] Central India and the Deccan (circa 1000 BCE - circa 300 BCE)

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## 2.2 Paper IV Political Process in India

**Course objective:** Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

**Unit- I: Political Parties and the Party System (10 lectures)**

Trends in the Party System; From the Congress System to Multi-Party Coalitions to Single Party Majority System

**Unit-II: Elections and Political Behaviour (10 lectures)**

Political Mobilization and Leadership  
Determinants of Voting Behaviour- Caste, Class, Gender and Religion

**Unit-III: Regional Aspirations (10 lectures)**

Politics of regionalism  
The politics of Secession and Accommodation

**Unit-IV: Religion, Caste and Politics (10 lectures)**

Debates on Secularism; Minority and Majority Communalism  
Caste in Politics

**Unit-V: The Changing Nature of the Indian State (8 lectures)**

Developmental, Welfare and Coercive Dimensions  
Globalization and the State

**READING LIST**

- Hasan, Z. (ed.) (2002), *Parties and Party Politics in India*, New Delhi: Oxford University Press.
- E. Sridharan (2012), *Coalition Politics and Democratic Consolidation in Asia*, New Delhi: Oxford University Press.
- deSouza, P. and E. Sridharan (eds.) (2006), *India's Political Parties*, New Delhi: Sage Publication.
- Frankel, F., Z. Hasan, and R. Bhargava (eds.) (2010), *Transforming India: Social and Political Dynamics in Democracy*, New Delhi: Oxford University Press.
- Jaffrelot, C. (2010), *Religion, Caste and Politics in India*, Delhi: Primus.
- R. Deshpande (2004), 'How Gendered was Women's Participation in Elections 2004?', *Economic and Political Weekly*, Vol. 39, No. 51, pp. 5431-5436.
- S. Kumar, (2009) 'Religious Practices Among Indian Hindus,' *Japanese Journal of Political Science*, Vol. 10, No. 3, pp. 313-332.
- Baruah, S. (ed.) (2012), *Ethnonationalism in India: A Reader*, New Delhi: Oxford University Press.



## Professional Ethics -

10. Sing, A.K. (2013): The Comprehensive History of Psychology, Motilal Banarsidass Publishers Pvt. Ltd. Delhi.
11. Chatterjee, S.K. (2000): Advanced Educational Psychology, published by Books and Allied(p) Ltd. 8/1 Chintamani Das Lane ,Calcutta 700 009 (India).

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**SYLLABUS OF THE UG PROGRAMME IN EDUCATION  
DIBRUGARH UNIVERSITY  
B.A. IN EDUCATION (HONOURS)  
EDNH202: EDUCATIONAL ADMINISTRATION AND MANAGEMENT  
CREDIT: 6  
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

**Expected Learning Outcomes:**

1. On completion of the course, learners will be able to-  
define the concept of Educational Management.
2. describe the types of management and modern trends of Educational management.
3. define the concept of educational leadership
4. explain the principles of educational leadership

5. describe the styles of leadership and its implication in educational leadership.
6. define the concept of educational planning and its importance
7. analyze the role and importance of educational supervision
8. suggest measures to ensure quality in educational management.

**Course content**

Unit	Content	Marks	L	T
I	<b>Educational Management And Administration</b> 1.1 Meaning, Nature & Scope of Educational Management 1.2 Functions of Educational Management 1.3 Types of Educational Management 1.3.1 Centralized and decentralized 1.3.2 External and Internal 1.3.3 Authoritarian/autocratic/ democratic 1.4 Difference between Management and Administration 1.5 Management of Resources in Educational Institutions- 1.5.1 Meaning and Types of resources: Human Resources, Material Resources and Financial Resources 1.6 Some modern trend of Educational Management 1.6.1. Management by Objectives 1.6.2 Total Quality management 1.6.3 SWOT analysis	16	(14)	3
II	<b>Educational Leadership</b> 2.1 Meaning and definitions of Educational Leadership 2.2 Nature of Educational Leadership 2.2 Function of Educational Leadership 2.3 Principles of Educational Leadership 2.4 Styles of Educational Leadership: Autocratic, Democratic and Laissez faire 2.5 Factors influencing leadership styles. 2.6 Essential qualities of an Educational leader 2.7 Leadership Development Programmes 2.8 Role of Educational Leader in ensuring quality of Education	16	(14)	3
III	<b>Educational Planning</b> 3.1 Meaning and Nature of educational planning 3.2 Scope of educational planning 3.3 Need of educational planning 3.4 Principles of educational planning 3.5 Types of Educational planning 3.5.1 long term planning 3.5.2 short type planning 3.5.3 grass-root level planning 3.5.4 institutional planning 3.6 Factors affecting educational Plan 3.7 Concept and importance of School Development Plan	16	(14)	3
IV	<b>Educational Supervision</b> 4.1 Concept and Characteristics of Educational Supervision 4.2 Objectives of Educational Supervision 4.3 Scope of Educational Supervision 4.4 Functions of Educational Supervision	16	(12)	2

**Core Course 06**  
**Sociology of Religion**

**(6 credits)**

Total Credit=6  
Total Marks 80+20=100  
Total Classes: 38  
Total Tutorials: 7  
Class duration: 1 class=1 hour  
1 tutorial = 1 hour  
6 classes per week

**Course Objective**

The course lays primacy to the understanding of religious over individual religions. Drawing heavily from classical writings on the subject it reinforces importance of the positions developed in these texts. Implicitly numerous interconnections can be attempted between various themes, manifestly the overarching concern of the paper is to follow up the linkage between social and religious through different registers mentioned in the outline.

	Classes	Tutorials	Marks
<b>1. Social and Religious</b>	19	4	40
<b>1.1. Formulating Religious</b>			
1.1.1 Social definitions of religion			
1.1.2 Social functions of religion			
<b>1.2 Asceticism and Accumulation</b>			
1.2.1 Relationship between religion and socio economic action			
1.2.2 Contradiction between asceticism and accumulation			
<b>1.3 Theodicy and Eschatology</b>			
1.3.1 Social implications of the Idea of divine Justice			
1.3.2 Social implications of the idea of death and salvation			
<b>1.4. State, Religion and Emancipation</b>			
1.4.1 Religion and state			
1.4.2 Religion and community			
<b>1.5. Religious and Solitude</b>			
1.5.1 The isolation of the sacred			
1.5.2 The sacred community and exclusion			
<b>2. Elements of Religious</b>	8	1	20
<b>2.1. Sacred, Myth, Ritual (meaning and significance)(Mythology from North East India can be used as reference for seminars and presentations as directed by the course teacher)</b>			



<b>2.2. Time-Space</b>				
2.2.1	Transcendence and time			
2.2.2	Sacred marking of space			
<b>2.3. Rationality</b>				
2.3.1	Concept of rationality (Max Weber)			
2.3.2	Rationality in religion			
<b>3. Techniques of Religious</b>		11	2	20
<b>3.1. Prayer</b>				
3.1.1	Techniques of Prayer			
3.1.2	Prayer as a ritual			
<b>3.2 Craft</b>				
3.2.1	Types of crafts			
3.2.2	Functions of crafts			
<b>3.3 Body</b>				
3.3.1	Gestures			
3.3.2	Performance			

### **Course Contents and Itinerary**

#### **1. Social and Religious (Weeks 1-5)**

##### **1.1 Formulating Religious**

1.1.1 Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-39, 418-440.

##### **1.2 Asceticism and Accumulation**

1.2.1. Max Weber. 2001. *The Protestant ethic and the spirit of capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

##### **1.3 Theodicy and Eschatology**

1.3.1 Max Weber. 1978. *Economy and society*. Edited by Guenther Roth and Claus Wittich. California: University of California Press. Volume Two, pp.518-521.

##### **1.4 State, Religion and Emancipation**

1.4.1 Marx, Karl. 2008/9 [1843] . "On the Jewish Question" in *Deutsch-Französische Jahrbücher*. Proofed and Corrected: by Andy Blunden, Matthew Grant and Matthew Carmody. [www.marxists.org](http://www.marxists.org)

##### **1.5 Religious and Solitude**

1.5.1 Malinowski, Bronislaw. 1948. *Magic, science and religion and other essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50.

**Core Course 08**

**ECONOMIC SOCIOLOGY**

Total Credit=6  
 Total Marks 80+20=100  
 Total Classes: 38  
 Total Tutorials: 7  
 Class duration: 1 class=1 hour  
 1 tutorial = 1 hour  
 6 classes per week

**Course Objective:**

The course provides an understanding of the social and cultural bases of economic activity. It highlights the significance of sociological analysis for the study of economic processes in local and global contexts.

	Classes	Tutorials	Marks
<b>1. Perspectives in Economic Sociology</b>	7	1	20
1.1 Formalism and Substantivism			
1.2 New Economic Sociology			
<b>2. Forms of Exchange</b>	7	2	15
2.1 Reciprocity and Gift			
2.2 Exchange and Money			
<b>3. Systems of Production, Circulation and Consumption</b>	17	2	30
3.1 Hunting and Gathering			
3.2 Domestic Mode of Production			
3.3 Peasant			
3.4 Capitalism			
3.5 Socialism			
<b>4. Some Contemporary Issues in Economic Sociology</b>	7	9	15
4.1 Development			
4.2 Globalisation			

**COURSE CONTENTS AND ITINERARY**

**1. Perspectives in Economic Sociology (Weeks 1-4)**

**1.1 Formalism and Substantivism**

Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011. . Chapter 5. —After the Formalist-Substantivist Debate, pp. 72

  
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